

Penn Cambria Curriculum

Course Name	Painting
Length of Course	½ credit
Grade Level	9 - 12
Prerequisites	None (Students who have already received credit for former Drawing and Painting elective are not eligible for this course).
Course Description	This course provides the opportunity to develop a portfolio and journal/sketchbook for a post-secondary institution. Students will review design elements, learn design principles, <i>and will build upon learned drawing skills, as they paint in acrylic and watercolor.</i> They will effectively and structurally analyze artwork via student presentations, evaluations and an art essay.
Units of Study	Design Elements and Principles Planning and Reflecting on Painting Pencil drawing Acrylic painting Watercolor painting Art appreciation Art reproduction posters
Materials	Supplemental Materials: <ul style="list-style-type: none"> • Misc. Art supplies • Gerald Brommer's; Design Elements and Design Principles (CD-ROM) • Vocabulary booklet • Artist reproductions

Unit: Design Elements and Design Principles

Estimated Time: 1 ½ - 2 weeks

Standard Alignment:

- 9.1.12A - Know and use the elements and principles of each art form to create works in the arts and humanities.
 9.1.12C – Integrate and apply advanced vocabulary to the arts forms.
 9.1.12E – Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
 9.2.12H – Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.
 9.2.12L – Identify, explain and analyze common themes, forms and techniques from works in the arts.

Curricular Objectives:

- A. Students will:
- Demonstrate knowledge of design elements including;
 - Line
 - Shape
 - Value
 - Color
 - Texture
 - Demonstrate knowledge of design principles;
 - Slope
 - Form

- Balance
- Eye movement
- Overlapping
- Pattern
- Balance
- Contrast
- Rhythm
- Unity
- Emphasis

Assessments/ Measurement of Objectives:

- Student projects assessed using teacher made rubric
- Vocabulary test
- Student mini projects

Suggested Methods of Instruction / Learning Activities:

- ✓ Make a series of diagrams, charts, and/or mini posters illustrating design elements and principles.
- ✓ Create a series of color wheels in a variety of media:
 - Pastel
 - Colored pencil
 - Watercolor

<h3>Unit: Planning & Reflecting on Painting</h3>

Estimated Time: Ongoing throughout course – Approximately 5 class periods total.

Standard Alignment:

- 9.1.12C – Integrate and apply advanced vocabulary to the arts forms.
 9.3.12A - Explain and apply the critical examination processes of works in the arts and humanities.

Curricular Objectives:

- A. Students will:
- Demonstrate careful research and planning, before creating evaluated work.
 - Analyze students own work and that of other students both verbally and in writing.

Assessments/ Measurement of Objectives:

- Sketchbook work; possible projects
- Journal; Daily word prompts with color/ value sketches.

Suggested Methods of Instruction / Learning Activities:

- ✓ Students planned and executed art shows and exhibits.
- ✓ Students centered art critiques
- ✓ Reading Across the Curriculum activities
- ✓ Writing prompt activities and open-ended response activities
- ✓ Group discussion
- ✓ Written critiques
- ✓ Journal and sketchbook work

Unit: Pencil Drawing

Estimated Time: 2-4 days

Standard Alignment:

- 9.1.12B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.12C – Integrate and apply advanced vocabulary to the arts forms.
- 9.1.12E – Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
- 9.1.12F – Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
- 9.1.12I – Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.
- 9.3.12A – Explain and apply the critical examination processes of works in the arts and humanities.
- 9.3.12F – Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.
- 9.4.12B – Describe and analyze the effects that works in the arts have on groups, individuals and the culture.

Curricular Objectives:

- A. Students will:
 - a. Create an original pencil drawing, showing five values of ebony pencil, crosshatching and/or shading.

Assessments/ Measurement of Objectives:

- Student projects assessed using teacher made rubric
- Student written and oral critique.
- Journal/sketchbook

Suggested Methods of Instruction / Learning Activities:

- ✓ Gesture drawing, students take turns posing
- ✓ Portrait and still life drawings in sketchbook
- ✓ Daily prompts

Unit: Acrylic Painting

Estimated Time: 2 ¼ - 4 weeks

Standard Alignment:

- 9.1.12B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.12C – Integrate and apply advanced vocabulary to the arts forms.
- 9.1.12E – Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
- 9.1.12F – Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
- 9.1.12I – Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.
- 9.3.12A – Explain and apply the critical examination processes of works in the arts and humanities.
- 9.3.12F – Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.
- 9.4.12B – Describe and analyze the effects that works in the arts have on groups, individuals and the culture.

Curricular Objectives:

- A. Students will:
 - a. Produce quality acrylic paintings which evoke particular emotions.

Assessments/ Measurement of Objectives:

- Student projects assessed using teacher made rubric
- Student critiques
- Journal/ Sketchbook

Suggested Methods of Instruction / Learning Activities:

- ✓ Research Expressionism, Impressionism, and Fauvism
- ✓ Take a given realistic looking portrait and paint it using one of the above techniques.
- ✓ Color wheel review

Unit: Watercolor Painting

Estimated Time: 2 ½ - 4 weeks

Standard Alignment:

- 9.1.12B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.12C – Integrate and apply advanced vocabulary to the arts forms.
- 9.1.12E – Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
- 9.1.12F – Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
- 9.1.12I – Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.
- 9.3.12A – Explain and apply the critical examination processes of works in the arts and humanities.
- 9.3.12F – Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.
- 9.4.12B – Describe and analyze the effects that works in the arts have on groups, individuals and the culture.

Curricular Objectives:

- A. Students will:
 - a. Explore the limitations of watercolor.
 - b. Create quality watercolor drawings, utilizing a majority of the seventeen (17) techniques demonstrated.

Assessments/ Measurement of Objectives:

- Completion of Art project
- Student projects assessed using teacher made rubric with emphasis on texture
- Daily prompts and reflections

Suggested Methods of Instruction / Learning Activities:

- ✓ Teacher demonstrates and students follow; 17 watercolor techniques using household objects.
- ✓ Make simulated texture on a realistic watercolor painting.

Unit: Art Appreciation

Estimated Time: 1 week

Standard Alignment:

- 9.1.12C – Integrate and apply advanced vocabulary to the arts forms.
- 9.2.12A – Explain the historical, cultural and social context of an individual work in the arts.
- 9.2.12D – Analyze a work of art from its historical and cultural perspective.
- 9.2.12H – Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.
- 9.2.12I – Identify, explain and analyze philosophical beliefs as they relate to works in the fine arts.
- 9.2.12L – Identify, explain and analyze common themes, forms and techniques from works in the arts.
- 9.3.12A - Explain and apply the critical examination processes of works in the arts and humanities.
- 9.4.12B - Describe and analyze the effects that works in the arts have on groups, individuals and the culture.

Curricular Objectives:

- A. Understand and appreciate the cultural and historical context of painting.
 - a. Research painting from several points of view (cultural, artists, movements, historical, technical, etc.)
 - b. Know how a specific culture's painting expresses details of that culture (values, settings, Religion, etc.).
 - c. Evaluate and respond to diversified pieces of painting on the basis of the elements of design, subject matter and theme.
- B. Gain an increased awareness of social, natural, and human-made surroundings.
 - a. When placed in a familiar natural setting, social setting and/or site in a building or neighborhood be able to verbally identify elements not before noticed in more than one sense (smell, sound, sight, feeling, taste).
- C. Possess an introductory understanding of theme, style, and technique in painting.
 - a. Know the concepts of theme, style and technique in painting.
 - b. Know about two or three major artistic movements (abstract, expressionism, impressionism, classical realism, etc.) including when, artists, major paintings, themes, styles, techniques, source of ideas, media, etc.
 - c. Using artistic terms and concepts related to painting; be able to give a personal response to these movements.
 - d. Identify and describe theme, style, technique in painting and classify art by theme and style. Identify and describe theme, style and technique of your artistic work.
- D. Show proficiency in artistic skills.
 - a. Explain feelings art is meant to arouse.
 - b. Identify elements of painting including: line, texture, shape, form, color and space.
 - c. Identify principles of painting including: variety, movement, repetition, emphasis, and unity.

Assessments/ Measurement of Objectives:

- The students will demonstrate vocabulary knowledge via written and oral presentations.
- Written essays, summaries and narratives.

Suggested Methods of Instruction / Learning Activities:

- ✓ Essay using design elements and principles to describe a famous painter's art work.
- ✓ Library research
- ✓ On going references throughout course

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- ✓ Library research
- ✓ On going references throughout course